DOCUMENT RESUME

ED 437 154 PS 026 341

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TITLE	Parents and Their Toddler Visit the Classroom. Unit 3. Education for Parenting/Learning How To Care.
INSTITUTION	Education for Parenting, Philadelphia, PA.
PUB DATE	1995-00-00
NOTE	66p.; For Units 1 and 2, see PS 026 339-340.
AVAILABLE FROM	Conrow Publishing, 223 Buck Lane, Haverford, PA 19041 ($20). Tel: 610-649-7037.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Child Rearing; Elementary Education; *Elementary School Curriculum; Elementary School Students; *Infant Care; Lesson Plans; *Parenthood Education; *Parenting Skills; Teaching Guides; Teaching Methods; *Toddlers
IDENTIFIERS	Caring

ABSTRACT

This manual is intended for teachers who envision the value of teaching parenting/caring to elementary school children but have minimal time and little opportunity for training. The manual is the third of three units of the curriculum, "Education for Parenting." Each unit follows a different aged baby visiting the classroom and is written to be taught throughout one school year. "Education for Parenting" is part of the overall curricula Learning How to Care, which teach students how to care for themselves, other people, and life around them, such as pets or the environment. This series focuses on what parents do as they nurture their children's healthy development. Parents and their infants visit the classroom. Students observe parents nurturing their children, as well as implement caring by planning for the visit themselves. From these experiences, students become more aware of what is involved in caring/parenting and begin to acquire the relevant information and skills. This manual unit covers the visit of a parent with a toddler, and the relevant classroom preparation. Included are guides to implementing the curriculum, generic lesson plans, aids to teaching, and outlines. Special issues that may arise when teaching "Education for Parenting" is discussed, include: the unwanted outcome; partnering; using cultural diversity to enrich parent/infant visit; the visit as a means of supporting students for whom English is a second language; choosing and caring for a class pet; dealing with trash; staying drug free; and considering the lives of American Indians during frontier days. (JPB)

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EDUCATION FOR PARENTING • learning how to care •

Unit 3

Parents and Their Toddler Visit the Classroom

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Unit 3

Parents and Their Toddler Visit the Classroom

Harriet Heath, Ph.D.

ABOUT THIS MANUAL

Parents and Their Toddler Visit the Classroom is a manual for teachers who envision the worth of teaching parenting/caring but have minimal time and little opportunity for training. It is the third of three units of the curriculum *Education for Parenting* (E for P) each of which follows a different aged baby visiting the classroom and is written to be taught throughout one school year. This manual includes the three parts plus generic lesson plans discussed below.

The Caring Paradigm — Introduces how people go about nurturing another. Relates to curriculum.

Lesson Plans — Give basic directions for implementing the program including—
Questions for students—marked with a bullet (•).
Optional emphasized content—marked with a diamond (♦).
Directions for activities in emphasized content—in *italics*.

Aids to Teaching — Elaborate ideas and methods presented in the lesson plans. Include samples of materials used such as charts and letters.

Outlines — Are basic lesson plans for easy reference and planning.

Education for Parenting is part of the overall curricula *Learning How to Care* which teach students how to care for themselves, other people, and life around them such as pets or the environment.

Acknowledgments

This manual abridges and refines the curriculum *Learning About Parenting: Learning to Care* (LAP) by Harriet Heath, Sara Scattergood and Sandra Meyer (1983).

The impetus for abridging the original work came from Kathi Wineman, Curriculum Specialist, Department of Education, State of Alaska who acknowledged its value, supported its implementation and recognized the need to develop a simplified version.

All of us who have worked on this project are grateful to George C. Clemens for his financial support for completing this edition which the Alaskan educators initiated. We are sorry that he did not live to see the project's completion and are appreciative of his family's continuing interest and support.

The endeavor has benefited from the insights and recommendations of innumerable teachers who have used the original curriculum and/or this abridgement. Their comments have been invaluable in helping me produce a useful, condensed version of the LAP program. In particular, I wish to thank Marijane Miller, Nils Dihle, Lynn Grosmar, Nancy Hakari, and Sandy Knapp. Special gratitude goes to Dr. Dana Murphy, responsible for implementing the curriculum in Chicago and Lynette Dihle, her counterpart in Alaska, both of whom have freely shared their insights and experiences and contributed significantly to bring the project to completion. My thanks to Carol Hanson for editing and especially to Mary Helgesen Gabel who meticulously structured the curriculum into a user friendly format. Many thanks, also, to the children, parents, and their photographers whose pictures enliven these pages. —Harriet Heath

PHOTO BY MARY HELGESEN GABEL

Harriet Heath with her grandson, Gabriel Heath O'Brien.

Design by Mary Helgesen Gabel and Harriet Heath.

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Conrow Publishing, 223 Buck Lane, Haverford, PA 19041, (610) 649-7037.

INTRODUCTION

The *Learning How to Care* (LHTC) curriculum provides students with an opportunity to learn how to nurture another, that is, to be concerned about the welfare of someone or some thing. Students experience that in order to care a person must not only want to do so but must have the relevant information and skills.

Parenting is viewed as an intense form of caring. *Education for Parenting* (E for P), part of the LHTC curriculum, focuses on what parents do as they nurture their children's healthy development. Parents and their infants visit the classroom. Students observe parents nurturing their children, as well as implement caring by planning for the visit themselves. From these experiences students become more aware of what is involved in caring/parenting and begin to acquire the relevant information and skills.

Why Teach

Most students will someday be parents. All students, throughout their lives, will live and work with other people.

To be able to parent, to live and/or work cooperatively requires a willingness to be involved, necessary information and relevant skills.

E for P encourages students to be involved and begins to teach them the necessary information and relevant skills.

In our society—

- Children are being abused.
  - In **E for P** students learn that there are multiple ways of guiding a child and are therefore less apt to use force in the future.
- Adolescents are becoming parents at too young an age.
  - In **E for P** students learn that parenting takes time and thought, and are therefore less likely to elect to become parents before they are economically and psychologically ready to nurture.
- Violence is rampant.
  - In **E for P** students learn another way to relate to people.

Opportunities When Teaching

E for P creates many teachable moments because—

- Infants and young children grab students' interest.
- The structure of the parents/infant visits is open and flexible.
- Teachers can expand and develop themes that:
  - Encourage students to discuss issues, both past and current, that are relevant to their own lives.
  - Stretch students' cognitive skills, including situations that use their decision-making abilities.
  - Allow meaningful understanding to evolve.

E for P—

- Has content that can be integrated with other academic subjects.
- Requires little classroom time— ¾ to 1½ hours per month.

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Part I
THE CARING PARADIGM

Planning, implementing those plans, and reflecting about their effectiveness make up the process that underlies parents' activities as they care for their children. Planning involves recognizing the situation, knowing alternative ways of dealing with it and selecting the most effective alternatives to implement. Four guides direct the selection: the goals, the needs of those involved, their feelings and their individual characteristics.

This process, called The Caring Paradigm, provides the structure for the parent/toddler visits, which are a major component of the *Education for Parenting* curriculum. The following vignette illustrates how parenting follows the paradigm.

Vignette: A Parent Planning for His Child's Visit

PHOTO BY ALFRED B. RASHO

"We're going to school today, Tim," Mr. Strout greeted his eighteen-month-old son as he picked him up from his crib. Tim's face lit up with a big smile.

"Me go kool," Tim's face beamed.

Mr. Strout fed Tim before getting him dressed and ready for their visit. "Let's see, Tim, what should we take to school today?" The teacher, Ms. Rivers, had shared with Mr. Strout that this month the class would be focusing on Tim's physical development. She knew that Mr. Strout liked knowing what the class would be discussing so that he could bring toys and equipment to help the students see what Tim could do.

"What could he take that would emphasize physical development," wondered Mr. Strout to himself. He mentally went down the list of toys that kept Tim occupied these days: a variety of small cars and trucks, Duplo blocks, play dough, and his Big Wheel that he liked to ride pulling his friend in the trailer behind. He also thought about what Tim did during a day: trying to walk down stairs like his parents do; climbing trees; filling jars with water and pouring it, big-to-little and spilling the water. Tim was busy all day long. He couldn't show all this to the class. He'd have to describe it. But what should and could he take? Tim came into the kitchen dragging his favorite

PHOTO BY MARY HELGESEN GABEL

fire engine that he could ride.

"Do you really think we should carry this big thing?"

"Me take," was Tim's adamant reply.

PHOTO BY ALFRED B. RASHO

"O.K." Mr. Strout could see Tim riding around in the semi-circle formed by the students. He'd go up to a student with his big smile and then move on. Seeing Tim on the truck would show them more about his physical development than he could describe. It would lead to a discussion too about why Tim didn't ride a tricycle yet. "Yes, it would be good to take the fire truck," thought Mr. Strout, even though it was awkward to carry and big for the classroom.

"You'll have to hold it while I push your stroller," Mr. Strout warned his son. "But how about taking some of your smaller trucks and cars and a book or two, too," Mr. Strout suggested.

Tim gathered up two fistfuls of trucks and cars and dumped them into the bag. He then went looking and finally retrieved from under the couch his favorite book, *Goodnight Moon.*

Mr. Strout got out the carry-all bag and checked that there were diapers, another set of clothing and a snack—all standard necessities for any venture away from home.

"Now do we have everything?" Mr. Strout asked as he put Tim's jacket on, "Diapers, clothing, snack, toys, books."

The students had their seats rearranged when Tim and Mr. Strout arrived. They were amazed when Mr. Strout came in lugging the fire truck. Tim immediately got on it and scooted around in the circle formed by the students' chairs and the wall. His enjoyment was obvious. He also took delight in showing the students his cars and trucks. When some of them showed him how to make roads he got involved with them in a game of cars and trucks. Time went very quickly. Tim was not happy when his Dad told him it was time to leave and started packing up the toys.

PHOTO BY ALFRED B. RASHO

Later, while reading to *Good Night Moon* to Tim for the hundredth time, Mr. Strout thought about the visit. Taking the fire truck had been wise. In no other way could the students have gotten a sense of the joy an eighteen-month-old gets from riding a wheel toy even though he has to push with his feet. The cars and trucks had worked out well too, and Tim had expanded his ideas as to how to play with them. The road system had been a great idea. It would be interesting now to see what Tim would do with it. In all, the experience had been fun for Tim and, he felt, worthwhile for the students. They had certainly gotten a hands-on experience in seeing the physical activity of an eighteen-month-old.

Identifying the Caring Paradigm

The following table illustrates how the process of the parent getting ready for a class visit demonstrates the caring paradigm and how the paradigm structures the class visit detailed in the following vignette.

Parenting as Caring	The Caring Paradigm	The Parent/Toddler Visit
Mr. Strout —	To care a person—	Students—
Wanted: Tim to enjoy the visit. The students to see the physical activities of a toddler.	Is **involved.**	Started to plan immediately how to make visit pleasant for everyone.
Thought about: What the students were studying. What Tim could do.	**Plans:** ***Describes*** situation using knowledge, observations and predictions.	Describe situation by: Predicting what Tim would be able to do and what his parent would do for Tim. Discussing features of classroom.
Thought of as many ways as he could to demonstrate Tim's physical competence. He also encouraged Tim to think about what he wanted to take.	***Brainstorms*** multiple possible ways of dealing with situation.	List: Things to have Tim do. Ways to arrange seats
Used guides to make decisions: Wanted to: Demonstrate what Tim can do. Have Tim enjoy visit. Recognized: Tim's need to participate in the planning. The importance of the fire truck to Tim. The limits of Tim's ability to plan by not asking him what toys would "demonstrate his physical abilities." Tim's activity level by recalling how busy Tim kept himself. Decides to take fire engine plus the cars, trucks and books.	***Decides*** most effective ways by following these guides: ***Goals*** of people involved; Their ***needs;*** Their ***feelings;*** and Their ***characteristics*** including developmental level and temperament pattern.	Decide based on: Everybody being able to see. Tim being happy and busy. Students' need to see. Tim's need to explore. Their feelings; and The realization that Tim would not like his activities limited Predicted Tim's interest in objects that might not be safe. Recognized his activity level and interests. Decide to put chairs in a circle with Tim and his father part of it.. Plan activities to keep Tim busy.
Visits class and follows plans.	**Implements.**	Carry out plans during visit.
Thinks about visit: Appropriateness of the toys he took. Advantages of the visit for both Tim and the students.	**Reflects.**	Think about visit: Accuracy of predictions about: What Tim was able to do and What his father would bring. Effectiveness of their planning.

Vignette: A Parent and Toddler Visit the Classroom

The E for P classes give students experience in both implementing and observing the caring paradigm. As students plan for and conduct the monthly visits of a parent and toddler, they follow the paradigm. During the visit, students can identify the paradigm in the parents' behavior as they nurture their children. The visits provide students with concrete examples of how being cared for affects development. The following excerpts from a typical parent/toddler visit illustrate how the paradigm structures the visit as well as how students observe the parent's nurturing behavior.

Caring Paradigm	The Vignette
Is involved	"Is Mr. Strout coming today with Tim?" the students asked Miss Rivers, their teacher, as they came into class, many carrying toys or picture books.
	"Yes, he really is," laughed Miss Rivers, happy for their interest. "Today is the day. Mr. Strout and I talked last evening about what we would be discussing today so he is bringing toys too."
	"Should we arrange our desks in a 'U'?" asked Barbara.
	"Before we start planning," intervened Miss Rivers, "let's think about what Tim will be doing this month."
Predicts	"He'll get into anything that he sees that interests him," laughed Sam.
	"He'll go for our pencils."
	"He'll want to try our desk chairs."
	"He'll want to get into our desks. Remember how he found some scissors last time?"
	Miss Rivers had gotten a piece of newsprint and was writing down the predictions as quickly as they came. As the ideas slowed, she refocused the discussion. "Now let's list all the ways we could organize this visit and then we can plan what we want to do."
Brainstorms	"I brought some tracks and trains that I used to play with," spoke up John as he dumped the bag onto the floor.
	"Aren't they too hard?" asked one of the students.
	"Remember we're only brainstorming now," broke in another.
	The student listing the ideas wrote down trains and tracks.
	"I brought books," chimed in another.
	"Let's try sitting in a 'U' with Tim and his dad at the top."
	"If we all sat in a circle with Tim and his dad as part of the circle we could all see and yet keep Tim in the circle," suggested another.
	The list of ideas was long. It included not only how the visit could be physically structured, but all the ways the students could think of to keep Tim busy. They

listed the toys they had brought and things in the classroom they thought would interest Tim and yet be safe. Then some of the students started thinking about how to use the toys.

"We might keep some toys out of sight so he will focus on one or two," became another way of planning for the visit.

"I wonder how he would hold a pencil. We didn't let him touch them last month."

"If he's interested this time," suggested another, "we could have some scrap paper handy and let him try to make some lines."

"Or even show him how."

Decides From the list the students chose how to plan the visit. A circle was decided upon. Each student had a plan for capturing Tim's attention if needed.

Implements Mr. Strout and Tim arrived on time. With a big smile, Tim immediately climbed onto his fire engine and pushed it with his feet around the circle. As the students started asking Mr. Strout about Tim's other activities, he got off the fire engine and wandered over to some students. He took a pencil from one and started to scribble in the student's journal. The class watched how he held the pencil and the circular, somewhat jerky movements he made with it.

PHOTO BY MARY HELGESEN GABEL

John brought out his tracks and trains. Tim dropped the pencil and went over to them. John showed him how to push the tracks together. Tim tried. He pushed hard. But the tracks did not clip together. Tim picked up both pieces, looked directly into John's eyes and handed them to John in the position he obviously wanted them hooked together.

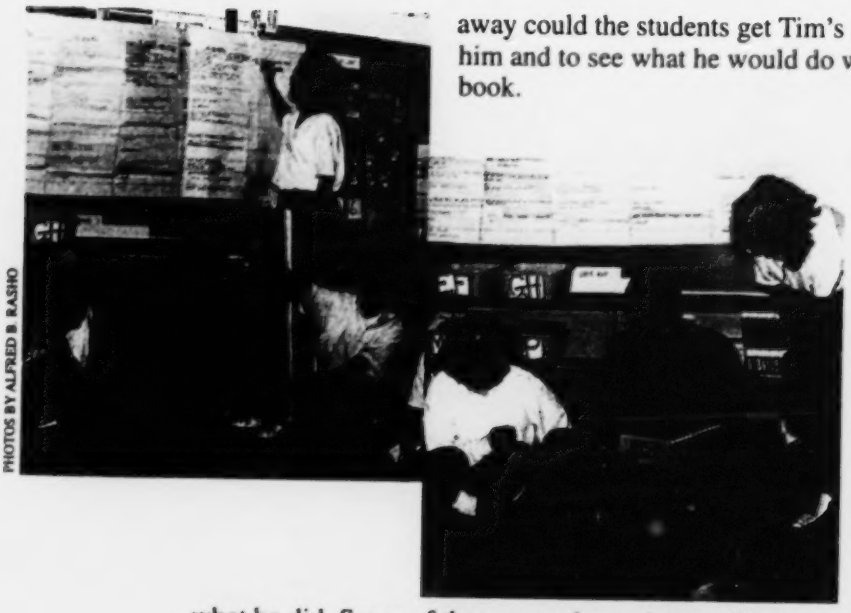
John, with another student, put together the tracks and showed Tim how the train could run on them. Tim was fascinated and made the sound of a train as he ran it around the track. Then he got his bag of cars. Dumping them out, he tried running his cars on the track. That didn't work so well.

"Look Tim," said John, "We can build roads for your cars and trucks."

John took some workbooks and laid them end-to-end. Then he ran one of the trucks over it.

A couple of other students gathered more books and made a maze of roads around the tracks. Together they ran the cars and trucks along the roads. They showed Tim how cars had to pass one another and stop for gas. Other students continued taking notes.

Tim cried when it was time to put the roads away. Only after they were put



PHOTOS BY ALFRED B. RASHO

away could the students get Tim's attention to measure him and to see what he would do with the ball and the book.

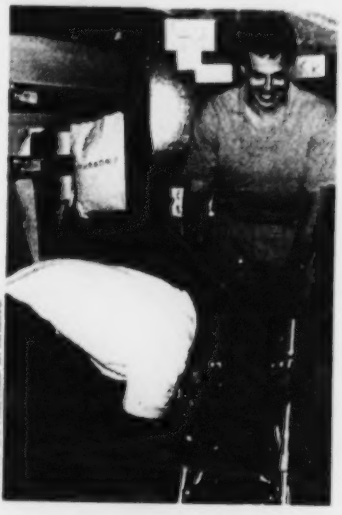
Tim didn't want to leave either. Some of the students helped Mr. Strout pack the bag of toys and other necessities. Another helped him get Tim into his stroller.

After Tim and Mr. Strout had gone, the class recorded their observations of what Tim could do and how he did what he did. Some of them even drew pictures illustrating how Tim used the pencil and tried to put the tracks together.

Reflects

They also reflected on the effectiveness of their plans. The circle had worked well. Tim had been kept occupied and had not wandered into other parts of the room. The group was not sure whether it was the circle that had kept Tim from wandering or the activities. They thought they'd try both again next month. They discussed the sequencing and decided it would have been better to give Tim the book and ball and get measured before they started making the roads. A student wrote on newsprint the ideas the class wanted to remember for next month.

Miss Rivers questioned them about some of the things Tim had done. "When he first started playing with the cars, what did he do?" (Pushed them around and made appropriate noises). Then she asked, "What was he doing with them when the play ended?" (Following roads, getting gas). Finally, "What events changed his play?" (The students adding to his game by building roads).



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Miss Rivers summarized that this is one way children learn to play with their toys: Someone else, usually someone older, adds to the play that is going on. Tim was interested in the cars and trucks. The students added the roads and getting gas. She asked the class, "Do you think Tim will be playing with cars and roads next month? How can we find out?"

"Ask his father," someone suggested.

"See if he brings cars next time."

"See if he asks to build roads."

Summary of the Caring Paradigm

CARING = PLANNING + DOING + REFLECTING

- To be able to effectively plan requires awareness of the situation, knowledge of one's choices and the ability to wisely select alternatives.
- To be able to wisely select alternatives when caring for people depends on having guides including goals, knowledge of the characteristics of the people involved, their needs and feelings.
- To competently implement plans demands having skills.

The caring paradigm provides a structure that facilitates parents' nurturance of their children.

THE CARING PARADIGM IN THE PARENT/TODDLER VISIT

PLAN (before visit)
Predict
Brainstorm
Decide
Prepare

IMPLEMENT (during visit)
Carry Out Plans
Observe
Ask Questions
Experiment

REFLECT (after visit)
Adequacy of Plans
Record
Do Extended Activities

Caring can be implemented in a wide variety of situations—
Assuming responsibility for a child for a couple of hours.
Being a parent, i.e. being totally responsible for approximately twenty years.
Being a student tutoring another student
Caring for an elderly person for a short time—or a long time.
Cleaning a polluted stream or recycling trash.

Caring in diverse situations involves—
Varying degrees of emotional involvement.
(The casual regard and concern felt toward a child cared for the afternoon to the intense love/care relationship between parent and child.)
Different guides for different issues.
(The guides for cleaning a polluted stream will differ from guides for recycling trash.)
Varying amounts of information and skills.

The commonality of all situations is that the caregiver must want to be involved and must have the information and skills needed to implement the caring.

Part II
TEACHING EDUCATION FOR PARENTING (E for P)
A. Guides to Implementing the Curriculum

Overview of Lesson Format

- E for P is taught by having parents with their toddler visit the classroom monthly.
- This section of the curriculum provides teachers with simple, direct guides for conducting these monthly visits. Each lesson plan is contained on one sheet of paper—
  On one side is the outline of how the visit is structured around the caring paradigm.
  On the other side are suggestions including:
  Questions for students—marked with a bullet (•).
  The questions will stimulate discussion of issues related to caring/parenting.
  Ways to develop the emphasized content—indicated with a diamond (♦).
  The emphasized content is optional and will broaden students' understanding of the developmental process and of the role of parents.
  Activities to extend the emphasized content—in *italics.*

The program increases in its effectiveness as teachers—
Draw from what the infant does and from the interaction between parent and infant.
Integrate the emphasized content throughout the year as relevant events happen during the visits.
Interweave the ideas into other subject areas.

Observing/Charting

Observations of parents and their infant are the major way of gathering information about human development (see pp. 35, 43–46). They include gathering:
Specific information by measuring the toddler.
Experimental data by noting how toddler responds when shown a book and ball.
Descriptions of what the parent and child do.

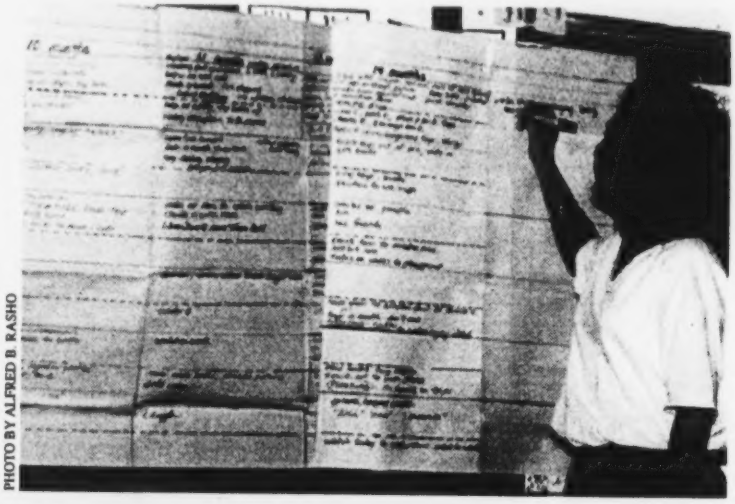
PHOTO BY ALFRED B. RASHO

Observations are made throughout each visit.

Students record their observations in journals and/or on charts by writing or drawing pictures.

Recording observations on developmental charts, where behaviors can be categorized, facilitates the identification of developmental patterns, as the year progresses (see pp. 43–46).

Before the visit, plans should be made about how observations will be recorded:
At a specific time as well as throughout the visit.
On individual and/or class charts.

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Finding and Preparing the Parent(s)

Solicit parents by word-of-mouth, flyers and/or letters (see pp. 39–40).

Identify a couple (or a parent) who—

Has a baby preferably ten- to twelve-months old at start of program (may be up to 16 months).
Has an approach to parenting that you feel comfortable with.
Is willing to come in once each month of the school year.

Prepare parents by—

Explaining program.
Providing video for them to watch.
Letting them know that they will be asked questions by the students, but are always free not to answer a given question.
Emphasizing that they are always in charge and should:
Not come if toddler is not well.
Not allow any activity with toddler that makes them feel uncomfortable.

Set date and time of visit.

Share information—

Phone numbers.
Convenient times to be called.
Emergency number (if parent(s) must cancel at last moment).

Contact parent(s) between visits to—

Learn their reactions to last visit.
Alert parents to issues that may arise during next visit.

Suggested Chart for Recording Contacts with Parents

Parents' names _____ Phone # _____

Address _____ Good times to call _____

City, State, Zip _____ Emergency # _____

	1st Month	2nd Month	3rd Month	4th Month	
Date set for visit					
Time					
Parent agrees					
Reviewed and planned visit with parent as needed					

Needed
Parents/toddler
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart(See pp. 43–46)
Notebooks for students' journals

Ongoing concepts
Development
Parent's Role

THE FIRST VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis—Getting to Know the Toddler

Objectives

- Plan and implement visit using the caring paradigm.
- Become acquainted with toddler and parents.
- Use observation and questioning skills as methods to learn about another.

Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

Implement (during visit)

Observe toddler and parents

Record detailed observations (not inferences or judgments)

Ask questions

Offer ball and book

Take and record measurements

Reflect (after visit)

Record observations

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

GETTING TO KNOW THE TODDLER

Objectives

- Become acquainted with toddler and parents.
- Use observation and questioning skills as methods to learn about another.

Background Information

- Toddlers, because they are upright and walking, look more like "people" than infants do.
- Because toddlers look more like us, students often expect them to act like older people.
- Students need help to accurately perceive toddlers.
- Much of a toddler's life cannot be observed in a classroom.
- To learn more about toddlers, students will use their abilities to make detailed, objective observations of toddlers and to ask specific questions about the activities of the parents and toddler.

  (For more information about observing and recording behavior, see pp. 35, 43–46 and section in Resources)

Introduce Emphasized Content

Discuss with students—

- How students are alike and how they differ from one another.
- List the behaviors mentioned by the students in the following categories:
  - Physical abilities
  - Social relationships
  - Activities
  - Language
  - Intelligence/academic work
  - Emotions/feelings
- Identify which of these a toddler would exhibit.
  How we could find out (by observing and by asking parents).

Questions and Events to Integrate Content into Visit

Ask parents about toddler's day.

Encourage students to observe—

- How toddler stoops, walks, runs, sits, picks up objects, carries and manipulates them.
- How and to whom toddler relates.
- What objects toddler uses and how.
- How and to whom toddler communicates.

If toddler tries an unsafe venture, e.g., climbing chair rungs or shelves—

- Ask parents if this venture is typical.
- Observe how parent deals with situation.

Activities to Extend Content (optional)

Have students—

Observe other toddlers and write in their journals about similarities and differences between toddlers.

Write in their journals how their own activities differ from those of the toddlers.

Needed
Parents/toddler
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart(See pp. 43–46)
Notebooks for students' journals

Ongoing concepts
Development
Parent's Role

THE SECOND VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis—The Role of Parents in Nurturing the Toddler

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed observations of parents nurturing their toddler.
- Identify the major components of the parenting role.

Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

Implement (during visit)

Observe toddler and parents

Record detailed observations (not inferences or judgments)

Ask questions

Offer ball and book

Reflect (after visit)

Record observations

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

THE ROLE OF PARENTS IN NURTURING THE TODDLER

Objectives

- Make detailed observations of parents nurturing their toddler.
- Identify the major components of the parenting role.

Background Information

- Toddlers will not survive without the protection and care of their parents.
- Toddlers and their parents/caregivers form strong bonds with each other.
- Parents facilitate the growth and development of their toddlers by interacting with them.
- Parents provide an environment for their child to explore.

Introduce Emphasized Content

Discuss with students—

- What their parents do for them.

  (List students' replies, organizing them into the following categories:
  Meeting students' physiological and protection needs.
  Maintaining close human relationships.
  Explaining their environment to them.
  Designing their environment.)

Discuss with students—

- How the activities of parents of toddlers might differ from those of their own parents.
- Plan to test their assumptions by observing visiting parents.

Questions and Events to Integrate Content into Visit

Observe parents and toddler interact—

- Particularly how parents facilitate the toddler's activities

  (provides toys, helps toddler, explains things, helps anticipate next events).

Observe what parents have brought to visit—

- Ask parents how they decided what to bring and why.

Ask parents what they like to have available for toddler and what is not appropriate.

When toddler is busy with an object, have parents leave room—

- Observe what toddler does.

  (Many toddlers will signal in some way their need for parents.)

Discuss why toddlers want parents there

(source of safety, trusted person who comprehends their limited language).

If toddler becomes involved in an activity that parents view as unsafe—

- Note what toddler does.
- Observe what parents do.

(Discuss after visit—

- Why parents viewed activity as unsafe
- Alternative actions parents could have taken.)

Activities to Extend Content (optional)

Have students write in their journals about—

- What their parents do for them and what they wish their parents did; and
- What they have recently learned from their parents.

Discuss or write about—

- What might be the consequences if parents gave toddler no toys.
- Why parents might introduce a toddler to something that could hurt such as hot peas.

Needed
Parents/toddler
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart(See pp. 43–46)
Notebooks for students' journals

Ongoing concepts
Development
Parent's Role

THE THIRD VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis— Language Development of the Toddler

Objectives

- Plan and implement visit using the caring paradigm.
- Observe ways toddler communicates with her/his parents and with students.
- Note how parents and students respond.
- Observe what parents do to facilitate child's development.

Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

Implement (during visit)

Observe toddler and parents

Record detailed observations (not inferences or judgments)

Ask questions

Offer ball and book

Take and record measurements

Reflect (after visit)

Record observations

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

LANGUAGE DEVELOPMENT OF THE TODDLER

Objectives

- Observe ways toddler communicates with her/his parents and with students;
- Note how parents and students respond.
- Observe what parents do to facilitate child's development.

Background Information

- Toddlers are very skilled at letting their needs be known even if they are not using words.
- Toddlers are beginning to use verbal language.
- They vary tremendously in language skills: Some talk in sentences while others barely utter a word.
- Listening to what the toddler is trying to say and then repeating it back to the child in an expanded form helps the child master language.

Introduce Emphasized Content

Using Developmental Chart students made following first visit of toddler, have students recall what the toddler said and how the toddler said it.

Ask students to think—

- How toddler's language has changed since that visit.
- Who understands the toddler's language best.
- How parent helps the toddler develop better language skills.

Encourage students to think about these questions during visit.

Questions and Events to Integrate Content into Visit

If parent does something for toddler—

- Ask parent why s/he did what s/he did at that point.

If parent asks the toddler if s/he wants something, e.g., "Do you want your coat off?" or "Do you want something to drink?"—

- Note how child responds (may be with body action, nodding or with a single word, a sentence or combination of the above).

If toddler gives a signal of wanting something—

- Ask parents about signal and what it usually means.

Ask parents to tell them ways toddler signals her/his wants.

If toddler says something and parent repeats using expanded language—

- Point out to students what occurred.

Activities to Extend Content (optional)

Discuss what would happen if parents did not talk to and/or respond to toddler.

Have students observe another toddler. Compare the language of the two children.

Have students write in their journals about—

- A time they had difficulty expressing themselves, such as being with people speaking a different language, and how this experience might be similar to and different from that of a toddler learning language.
- How toddlers might feel when they can't make their wants known.
- How toddlers' dependency on their parents might be influenced with how well they can express their needs.

Needed
Parents/toddler
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart(See pp. 43–46)
Notebooks for students' journals

Ongoing concepts
Development
Parent's Role

THE FOURTH VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis–The Toddler Investigating/Playing with Objects

Objectives

- Plan and implement visit using the caring paradigm.
- Observe what parents do to facilitate child's development.
- Learn what kinds of objects interest the toddler.
- Observe and record what the toddler does with objects.
- Think about what a toddler learns about and from objects.

Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

Implement (during visit)

Observe toddler and parents

Record detailed observations (not inferences or judgments)

Ask questions

Offer ball and book

Reflect (after visit)

Record observations

Reflect (Assess effectiveness of planning)

Activities to extend content (optional)

THE TODDLER INVESTIGATING/PLAYING WITH OBJECTS

Objectives

- Learn what kinds of objects interest the toddler.
- Observe and record what the toddler does with objects.
- Think about what a toddler learns about and from objects.

Background Information

- Much of toddlers' time is spent investigating what an object can do and what they can make the object do.
- Toddlers can become interested in almost anything that is new to them, e.g., toothpaste tubes, kitchen equipment and/or garden tools.
- They go through periods of exploring the relationship of one thing to another, e.g., what goes into a item and how much, a small box into a larger one, a cup of water into a quarter cup; how hinges bend and light fixtures turn on. When they feel satisfied with their understanding they move on to something else.
- Some toddlers go about this exploration very independently of their parents; others share everything with them.
- In their own way, everyone is continuously learning how to use new objects, e.g., VCRs, telephone answering machines, computers.

Introduce Emphasized Content

Referring to the Developmental Chart, have students—

- List what objects toddler played with during visits.
- Describe what toddler did with the objects.
- Discuss what toddler might be learning from her/his exploration of these objects.
- Consider what other objects toddler might be interested in that cannot be brought to the classroom. How could they find out.
- Discuss from above what makes a good toy.

Questions and Events to Integrate Content into Visit

Note what toddler plays with during visit.

Offer toddler a toy—

- Note what toddler does with it.

Ask parents what toddler likes to play with, what toddler likes to do.

Observe how parents interact with toddler and use objects in their interactions.

If toddler explores an object that might be dangerous or an area that is not set-up for such a young child—

- Note what parents do.
- During reflection period discuss with students:
  Other ways parents might have been able to keep toddler safe.
  Possible consequences of using the other ways.

Activities to extend content (optional)

Have students—

- Ask their parents about their play as a toddler.
- Describe in their journals some of the steps through which they have progressed to become proficient in a skill such as throwing balls or learning to read.
- Bring toys for next visit that might interest toddler. Tell why they chose specific toy.

Needed
Parents/toddler
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart(See pp. 43–46)
Notebooks for students' journals

Ongoing concepts
Development
Parent's Role

THE FIFTH VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis—Social Development of the Toddler

Objectives

- Plan and implement visit using the caring paradigm.
- Observe toddler, noting the complexity of the toddler's social interactions.
- Observe what parents do to facilitate child's interactions.

Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

Implement (during visit)

Observe toddler and parents

Record detailed observations (not inferences or judgments)

Ask questions

Offer ball and book

Reflect (after visit)

Record observations

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

SOCIAL DEVELOPMENT OF THE TODDLER

Objectives

- Observe toddler, noting the complexity of the toddler's social interactions.
- Observe what parents do to facilitate child's interactions.

Background Information

- Toddlers, if given the opportunity, are curious about infants and other toddlers.
- Toddlers explore each other the same way they do anything else, e.g., by grabbing, pulling, poking, pushing and even attempting to carry one another.
- Toddlers can learn to relate appropriately toward another child. They learn by experimenting, observing others and by being taught. The process occurs over time.

Introduce Emphasized Content

Discuss with students how (name of toddler) relates to them.

Ask how they think toddler may relate to other toddlers.

Ask how they could find out. Encourage students to develop appropriate questions for the parents that will answer the questions they have.

Questions and Events to Integrate Content into Visit

Observe carefully how toddler relates to students, e.g., tries to get their attention or the attention of specific students, or ignores others, or stays close to a parent, etc.

After visit discuss—

- Possible consequences for toddler of the ways the toddler related.
- Whether or not it could be expected that all toddlers would relate in this manner.

If toddler goes up to a student and tries to remove a piece of clothing, glasses, pencil, etc.—

- Note what parents do.
- After visit:
  Brainstorm alternative methods for dealing with situation; and
  Consequences of each.

Ask parents who child plays with—

- What their activities are.
- What toddler and friend do together, e.g., talk, enjoy favorite games, fight and, if so, over what, look forward to seeing each other.
- What parents feel they can do to facilitate the children's play.

Activities to Extend Content (optional)

Discuss or write in journal—

- Similarities and differences in how toddler relates: 1) to people in contrast to objects; and 2) to parents in contrast to students.
- Reasons that make it difficult for a toddler to play and to share with another toddler.
- Friends that student had when a toddler and what they did together.
- Their best friends today and activities they enjoy together.
- Problems they have had with friends, how they have resolved them, and who, if anyone, has helped them.
- How their friendships today differ from those when they were toddlers.

Needed
Parents/toddler
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart(See pp. 43–46)
Notebooks for students' journals

Ongoing concepts
Development
Parent's Role

THE SIXTH VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis—Intellectual Development of the Toddler

Objectives

- Plan and implement visit using the caring paradigm.
- Recognize signs of thinking in the toddler.
- Be aware of how parents support the toddler's thinking.

Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

Implement (during visit)

Observe toddler and parents

Record detailed observations (not inferences or judgments)

Ask questions

Offer book and ball

Take and record measurements

Reflect (after visit)

Record observations

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

INTELLECTUAL DEVELOPMENT OF THE TODDLER

Objectives

- Recognize signs of thinking in the toddler.
- Be aware of how parents support the toddler's thinking.

Background Information

- Thinking is the abstract manipulation of ideas.
- Students can tell toddlers are thinking by their actions—
  Looking for a ball that has rolled out of sight (remembering).
  Moving eyes to see where a dropped item will land before it does so (anticipating).
  Following directions (making connections).
  Making choices (comparing, decision-making).
  Figuring out how things work (relating).

Introduce Emphasized Content

Discuss with students—

- What thinking is.
- What different ways they can manipulate ideas.
- How they know someone else has been thinking about something.
- How they might tell (visiting toddler) is thinking.

Questions and Events to Integrate Content into Visit

Look for signs toddler is thinking—

- If fussing toddler stops complaining when sees parent fixing a snack (anticipating).
- When parents start to put on their coats, toddler begins to cry (anticipating).

.Note and discuss how parents support toddler's thinking—

- Tells child what is going to happen next (helping anticipate).
- Gives child a choice as to what toys to take (helping child make decisions).

Set up "experiments"—

- Hide a toy that toddler likes; see if toddler looks for it (remembering)
- Drop a ball with toddler watching; see if toddler looks down (anticipating).
- Give toddler a choice of a car or ball, a cookie or cracker; see what toddler does (decision-making).
- Watch toddler put objects in boxes or holes (relating).

Ask parents—

- How they prepared toddler for visit.
- Whether or not toddler understood and how parents knew.
- About other signs of toddler's thinking.
- How the toddler's ability to anticipate affects the way parents can guide the child.

Activities to Extend Content (optional)

Have students—

- Ask above questions of parents of other toddlers.
- Write in journals about a time when they made a plan and how they made it.
- Discuss how their ability to recognize consequences affects how teachers and/or parents can work with them.

Needed
Parents/toddler
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart (see pp. 43–46)
Notebooks for students' journals

Ongoing concepts
Parents/toddler Communication
Development
Parent's role

THE SEVENTH VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis—Discipline/Setting Limits/Guiding Behavior

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.
- Observe parents guiding the toddler.
- Become aware that there is more than one way of guiding/setting limits/disciplining.
- Recognize that different methods produce different kinds of effects.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions

2. Implement (during visit)

Observe child and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

Content emphasis

DISCIPLINE/SETTING LIMITS/GUIDING BEHAVIORS

Objectives

- Observe parents guiding the toddler.
- Become aware that there is more than one way of guiding/setting limits/disciplining.
- Recognize that different methods produce different kinds of effects.

Background Information

- Toddlers and children must learn how to provide for themselves, how to keep themselves safe and what is acceptable behavior in their society.
- One role of parents is to help their children meet these social expectations.
- Different terms are used for this process (guiding/setting limits/disciplining).
- Discipline is often thought of as punishment or physical retribution.
- Guiding/setting limits/disciplining can be accomplished using multiple ways including—
  Time out, e.g., taking time to think about the situation or to cool down.
  Redirecting, e.g., substituting a dangerous object for a safer one.
  Avoiding, e.g., putting away breakables, not taking a hungry child into a grocery store.
  Understanding consequences, e.g., helping child realize that something can be "hot" and hurt so don't touch, or that not sharing may cause a favorite friend to not want to play.
- Brainstorming is a method of discovering other ways of guiding behavior.

Introduce Emphasized Content

Discuss with students—

- What their parents do when the student misbehaves.
  (Identify the process as disciplining, setting limits and/or guiding.)
- Why parents set limits or discipline.
- Whether some methods are more effective than others in getting them to change.
  If there are, identify which ones and why.
- Have students think of questions to ask visiting parents about how they redirect (name of toddler)'s behavior, why they do as they do and what they want toddler to learn or do.

Questions and Events to Integrate Content into Visit

If parent guides or redirects toddler's behavior, discuss—

- What happened.
- Why parent redirected behavior.
- Other ways parent could have used and their possible consequences.

Activities to Extend Content (optional)

Have students write in their journals about a recent time when they were disciplined. Tell—

- What they did.
- How their parents responded.
- How they, the students, felt.
- What they learned as a consequence.
- How they would handle the situation another time.

Role play—

Toddler playing with a toy. Parent grabs it away, saying "That glass could break."

Discuss:

- How both parent and toddler might feel.
- What toddler might have learned.
- Alternative ways of keeping toddler safe.

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Needed
Parents/toddler
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart(See pp. 43–46)
Notebooks for students' journals

Ongoing concepts
Development
Parent's Role

THE EIGHTH VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis—The Life of Parents with Toddlers

Objectives

- Plan and implement visit using the caring paradigm.
- Recognize how pervasively parenting affects the life of the people doing it.

Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

Implement (during visit)

Observe toddler and parents

Record detailed observations (not inferences or judgments)

Ask questions

Offer ball and book

Reflect (after visit)

Record observations

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

THE LIFE OF PARENTS WITH TODDLERS

Objectives

- Recognize how pervasively parenting affects the life of the person doing it.

Background Information

- The effect of parenting on the lives of people doing it is not well understood.
- Focus here is on the effects of parenting a toddler. The variety of experiences toddlers have socially and with objects is determined by the kind of environment parents provide for them.
- Parents design those environments taking into consideration what is possible and issues of child's interests, safety and need for emotional support.
- Parents are the major component of their toddler's environment.
- Parents put time and energy into designing the environment. Without a child they could invest this time and energy in other ways.
- Parents may find great satisfaction in caring for their child and gain competencies by doing so.

Introduce Emphasized Content

Using the developmental charts, review with students what they have learned about what parents do with and for their toddlers.

- Have students list the ways these activities of parents might affect their lives.
- Have students prepare to present their ideas to the visiting parents for their comments and additions.

Questions and Events that Will Integrate Content into Visit

Ask parents—

- What a day is like with a toddler.
- How a day is different from before your toddler could crawl or walk.
- How a day is different from before you had children.
- What is good about these changes and what is not so good.

If toddler does something dangerous or picks up a harmful object—

- Point out event to students.
- Note what parent does.
- Discuss what might happen if no one intervened.
- Brainstorm alternative ways of intervening.

If toddler cuddles on parent's lap or turns to parent for support—

- Bring sequence to students' attention.
- Note what parent does.
- Discuss with students the importance to the toddler of parent's response.
- Consider how toddler's independence and dependence may affect parents.

Activities to Extend Content (optional)

Have students ask about and report in their journals—

- Experiences of other parents with toddlers and how parenting affects their lives.
- Reflections of their parents about:
  What they might be doing if they had no children.
  What they enjoy and what is difficult about parenting.

Bring toys that the visiting toddler played with during first visit and toys students think will interest her/him now.

Needed
Parents/toddler
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart(See pp. 43–46)
Notebooks for students' journals

Ongoing concepts
Development
Parent's Role

THE NINTH VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis—How the Toddler Has Grown and Changed

Objectives

- Plan and implement visit using the caring paradigm.
- Note the kinds of changes that have occurred in the toddler's behavior over the time s/he has been visiting.
- Identify patterns of development.
- Recognize how parents adapt their ways of caring for and interacting with their toddlers according to the ways their children change.

Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

Implement (during visit)

Observe toddler and parents

Record detailed observations (not inferences or judgments)

Ask questions

Offer ball and book

Take and record measurements

Reflect (after visit)

Record observations

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

HOW THE TODDLER HAS GROWN AND CHANGED

Objectives

- Note the kinds of changes that have occurred in the toddler's behavior over the time s/he has been visiting.
- Identify patterns of development.
- Recognize how parents have adapted their ways of caring for and interacting with their toddlers according to the ways their children have changed.

Background Information

- Development of the toddler is slower than that of the infant. However, over the eight months of visits the toddler will have changed significantly in all areas of development.
- Parents have had to adapt their behavior as their children get older—
  Older toddlers have different safety needs, e.g., they climb higher in the tree; they want to investigate different objects.
  Parents are explaining things with greater complexity, accommodating to their child's greater ability to understand.
  Parents need to provide different and more complex objects and environments to be investigated and used.

Introduce Emphasized Content

Have students list ways they have changed over the last eight months.

Discuss how they can identify similar changes in the toddler—
(By noting during the visit what toddler can do in each of the areas of development and comparing it with what the toddler did earlier.)

Questions and Events to Integrate Content into Visit

Note what toddler can do physically—
- Compare what toddler does now with what s/he could do on first and second visits.

Note what toddler plays with—
- Compare what toddler does now with what s/he could do on first and third visits.

Note how toddler communicates—
- Compare how toddler communicates now with first and fourth visits.

Note who toddler relates to and how—
- Compare who toddler relates to now with first and fifth visits.
- Consider whether or not these changes are due to development, familiarity or both.

Note how parents' activities and behaviors have changed as parents have facilitated their child's development.

Plan a gift for visiting toddler that provides for child's anticipated next developmental step.

Activities to Extend Content (optional)

Have students report in their journals—
- How they themselves have changed in last year.
- How their parents have changed as a consequence of the changes in the students.
- Reflections by parents of another toddler about how:
  Their toddler has changed over the year.
  Their interactions with her/him have had to be adapted.
  They feel about these changes.

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Part III
AIDS TO TEACHING

OVERVIEW

Each of the five sections of Part III is for teachers who want more information. In most cases, teachers will be able to present E for P without reading the aids to teaching. Those who use the material, however, will have a better understanding of the philosophy behind the program, the concepts being taught, and effective methods for implementing it.

The Aids to Teaching section includes—

A. Review of cognitive skills that are used when caring/parenting and practiced during the parent/infant visit.
B. Samples and illustrations of materials used:
   Suggested flyers to solicit parents to visit classrooms with their toddler.
   Suggested letters to parents of students who will be studying E for P.
   Developmental charts.
   Illustrations of students' writing.
C. Special issues and opportunities that may arise.
D. Bibliography
E. Review of videos.

A. Cognitive Skills Used When Caring

People, implementing the caring/parenting process, use many identifiable skills such as the ability to plan, observe, predict, brainstorm, relate, communicate, design environments, etc. The list is very long. Many of these skills are cognitive.

Four cognitive skills, vital to the caring/parenting process, are an integral part of the E for P curriculum as they are the process by which the parent/toddler visit is organized. These skills are predicting, brainstorming, planning and observing. As these skills are so important, both when parenting and in the implementation of the curriculum, more information about them is presented here including—

Definition of the skill.
Objectives when teaching.
Background information.
Examples of how the skill is integrated into the parent/toddler visit.
Methods for teaching.

Other cognitive skills, important for students to master, can be used when caring/parenting and can be integrated into discussions about toddlers and their parents. Teachers, alert to the possibilities, can provide opportunities for students to use these skills by the kinds of questions they ask. To illustrate, on page 36, is a list of—

Cognitive skills.
Kinds of questions related to parenting that will facilitate each cognitive skill.

PREDICTING

Definition

Predicting is—
- Forecasting what will happen beforehand.
- Anticipating what people will be able to do when planning for them.

PHOTO COURTESY AMERICAN FRIENDS SERVICE COMMITTEE (AFSC)

"What do you think the baby will be able to do?"

Objectives

To be able to realistically predict what a toddler will be able to do.

To make more realistic predictions as the school year progresses.

Predict

Be active - on the go
Interested in toys
in pencils
in crayons
Won't stay close to Dad
Interested in students
Talking in sentences

Background Information

Predicting about human development—
- Is similar to making estimates.
- Becomes more accurate as the predictor understands how humans develop and change.
- May be based on research findings which estimate what is average or "normal" development.
- Yields information which is better than none but not as accurate as detailed, objective observations.

Predictions are used in planning when observations are not readily available, e.g., planning for an event in the future.

A common characteristic of parents who abuse their children is that they make unrealistic predictions of what to expect of their children.

Predicting as Part of The Parent/Toddler Visit

Students—
- Predict, before each visit, what the toddler will be able to do.
- Use their predictions as information when planning for each visit.
- Reflect, after each visit, about the accuracy of their predictions.

Method

As the first step in planning, ask and record what students think—
- Toddler will be able to do this month.
- Parents will have to do for toddler.

Use predictions in planning for visit.

During the reflection period have students assess accuracy of predictions.

BRAINSTORMING

Definition

Brainstorming is the process of producing many ideas related to a central theme.

"What are all the ways we can organize our room for the visit?"

Brainstorm
- Put chairs in "U"
- Put chairs in circle
- Keep him busy—
  - Show how to
    - push popper
    - load truck with blocks
    - cut
    - color
    - Scribble with pencil
- Make him not touch things
- Say "no"

Objectives

To be able to brainstorm a wide range of ideas.
To apply brainstorming to many situations.

Background Information

Brainstorming—
- Frees up one's thoughts, allowing new and different ideas to come into consciousness.
- Encourages people to consider a situation from different perspectives.

During brainstorming all ideas are accepted regardless of how extreme the ideas are.

Brainstorming as Part of the Parent/ Toddler Visit

Used to think of multiple ways—
- Of organizing the parent/toddler visit.
- Of handling a situation such as a baby who is crying or a toddler who wants to investigate an electrical outlet.
- Of how a person/baby may be feeling who looks a certain way.
- Of how a person/baby may be feeling in a specific situation.

Method

Set a topic.
(How to organize room for next visit,
How the toddler may be feeling, given how he looks, or
How parent may be feeling in a given situation.)

Have group give ideas as rapidly as they can think of them.
(No comments or critical judgments are allowed.
Assessing the adequacy of the ideas is done after the brainstorming session.)

Record ideas as they are called out.

After brainstorming, assess the usefulness of the ideas for the situation.
(When planning, which ideas will make the visit most pleasant.
When observing a situation, which feelings best seem to fit the situation.)

PHOTO BY MARY HELGESEN GABEL

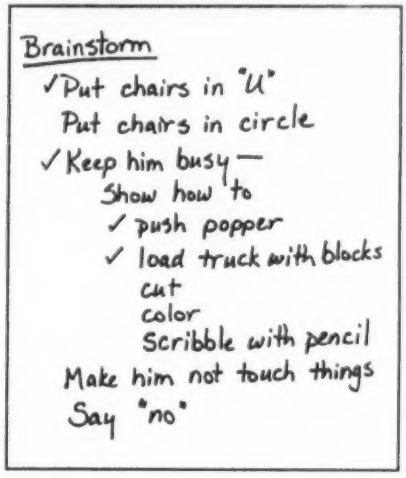
What different ways may this child be feeling? What different reasons may be causing him to feel as he does?

PLANNING

Definition

Planning is—
- Problem solving without necessarily having a problem.
- Considering a situation, brainstorming possible ways of dealing with it and deciding the most effective of those ways.

"Which of our ideas should we use?"



Objective

To be able to plan effectively and creatively when caring for another.

Background Information

Planning—
- Is done when anticipating any event, as with Mr. Strout getting ready to visit the fifth grade class.
- Makes the event proceed more smoothly.
- Becomes the first step in caring when done with concern for the outcome:
  - How will the plans affect the people involved? The environment?
- As a means of caring, assumes a warm, friendly, concerned relationship:
  - With parents and their children, caring assumes an intense loving relationship.

To plan/care effectively, a person—
- Must know:
  - The situation.
    - (Where, when, what [equipment and supplies]).
  - The people.
    - (Who [characteristics such as developmental level and temperament]).
  - The goals.
- Must be able to:
  - Think creatively by brainstorming alternatives.
  - Assess effectiveness of alternatives by considering which ones are best:
    - Lead toward the goals;
    - Meet the needs of people;
    - Allow for their characteristics and accept their feelings.

Planning as Part of the Parents/Toddler Visit

Students—
- Plan while preparing for each visit.
- Observe parents planning.
- Hear parents describe times they have planned.
- Experience the positive outcomes from their planning and that done by the parents.

Method

Before visit have students plan for it by—
- Considering the situation.
- Predicting what they think the toddler will be able to do.
- Brainstorming possibilities.
- Deciding which possibilities will make the visit the most pleasant for all.

38

OBSERVING

Definition

Observing is noting, watching closely, listening to what is occurring.

Objectives

To be able to make detailed and objective observations.
To record observations accurately.

Background Information

Observations are—
- Made by watching and listening to events happening around one.
- A method parents use to gather information about their children.
- Most useful when detailed and objective, not interpretive or judgmental.
  (When interpretations are made they should be so indicated.)

An observer should be able to describe—
- The setting (place, time, equipment and supplies).
- Who is involved (each person's expression, body state and sequence of behaviors).
- The sequence of events.

Observing as Part of the Parent/Infant Visit

Students—
- Make and record observations during each visit.
- Use their observations to document development and to predict future change.

Method

Teach by—
- Encouraging students to describe:
  - What they see.
    (The infant's face was red and all squished up. Her hands were in tight fists and flailing in the air.)
  - In detail.
    (Over time documents development—see pictures.)
    (When the parent's finger was placed in the newborn's palm, her whole hand grasped it.
    The five month old grabbed the marker with his whole fist.
    The child used the marker with her thumb and forefinger.)
- Requiring students, when making an interpretation, to present the evidence.
  (Student: "The infant was angry,"
  Teacher: "What behavior makes you think she is angry?" or
  "How else might the infant who looks this way be feeling?")

Organize observations considering—
- When they are to be made
  (all through visit and/or during designated time of maybe two to ten minutes).
- When and where they are to be recorded
  (in journals, on individual charts and/or on class chart [see pp. 43–46], during class time or following).
- Who is to record them
  (teacher or student on class chart).

OTHER COGNITIVE SKILLS USED IN CURRICULUM

What is the parent doing? (Descriptive reporting)

What might the child be learning? (Inductive reasoning)

What might the infant be feeling? (Interpretative thinking)

PHOTO BY VIRGINIA SCHONE

The E for P curriculum provides students with many opportunities to practice cognitive skills as they plan for and discuss the parent/infant visit. Teachers, alert to the possibilities, can frame questions in a way that encourages students to use a variety of skills. To facilitate teachers' awareness of these possibilities, the following includes a list of the different cognitive skills with corresponding questions drawn from E for P content.

Objectives

To identify kinds of questions that can evolve out of the curriculum content that will expand students'—
Thinking skills.
Understanding of human development.
Insights about the role of parents.

Cognitive Skill	Examples of Questions (Drawn from content of curriculum)
Anticipating	What do you think the baby will be able to do this month? What will the parent be doing for the child?
Brainstorming	What are all the different ways we can arrange the room for the visit? What are all the different ways the infant could be feeling? What are different ways parents could handle that situation?
Causal Reasoning	What might be the consequences if the parent did _____?
Deductive Reasoning	If children learn to speak by being spoken to, what happens to the infant to whom no one speaks?
Descriptive Reporting	Describe the situation. What is the infant doing? What happened?

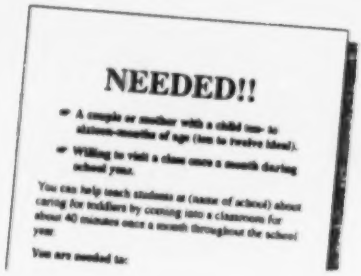
Cognitive Skill	Examples of Questions (Drawn from content of curriculum)
Empathizing	Given the situation and how the infant looks, how would you be feeling if you were the baby?
Evaluative Thinking	How successful were our plans? Was the baby safe and happy? Did the parent appear comfortable?
Imaginative Thinking	How do you wish _____ had responded?
Inductive Reasoning	Infants are observed looking at objects, manipulating them, smelling them, mouthing them. What conclusion could be made about how infants use objects?
Interpretative Thinking	Why is the infant doing _____? What may the infant be feeling? Should a parent spank a child?
Judging	Is an infant bad to cry?
Organizing information by—	
Categorizing	List all the things the infant has done with a ball.
Noting Differences	Compare what your parent does for you and what (name of visiting infant)'s parent does for her/him. How does the world look different to an infant who can sit up compared to one lying down?
Noting Similarities	List what your parents do for you that are the same as what (name of visiting infant)'s parent does for her/him.
Sequencing	Trace the development of an infant's use of her/his hands.
Solving Problems/ Planning	Why do infants usually turn over from their stomachs to their backs before going from their backs to their stomachs? How can we plan to make this parent comfortable and the infant safe in our classroom when the infant has just learned how to crawl?
Reflecting	How well did our plans work out? What would we do again? What would we do differently?
Relational Thinking	In what way was (name of child) like (name of another child)? What do parents do for themselves that they also must do for their infants?

B. SAMPLES AND ILLUSTRATIONS OF MATERIALS USED

This section has samples and illustrations of materials used when teaching E for P.

Included are—

1. Flyer to solicit parents to visit classrooms with their toddler.
2. Letter to inform parents about the program.
3. Charts for recording development:
   - Observing Behavior: Charting Development
   - Record:
   - Descriptions:
     - Of toddler's physical and social development, how toddler uses objects, development of language, emotions and thinking.
     - How parent supports development.
     - Measurements of toddler's growth.
     - Observations of experiments when the toddler is given a ball and book.
4. Illustrations of students' writing.

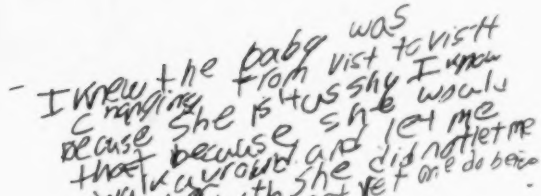


NEEDED!!

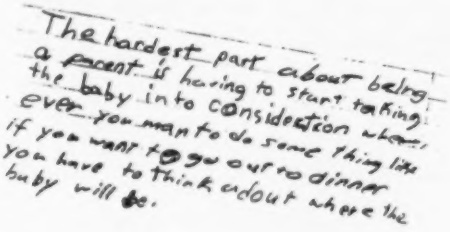
- A couple or mother with a child [illegible] to [illegible] months of age (ten to twelve ideal).
- Willing to visit a class once a month during school year.

You can help teach students at (name of school) about caring for toddlers by coming into a classroom for about 40 minutes once a month throughout the school year.

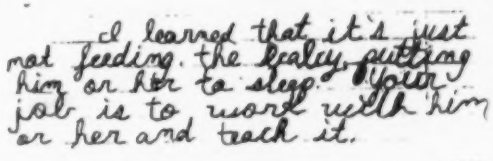
You are needed to:



I knew the baby was ranging from visit to visit because she is so shy I know that because she would get me hold her with she did not let me to she did not let me do here



The hardest part about being a parent is having to start taking the baby into consideration when ever you want to do some thing like if you want to go out to dinner you have to think about where the baby will be.



I learned that it's just not feeding the baby, putting him or her to sleep. Your job is to work with him or her and teach it.

Some of the above must be adapted to the particular class where E for P is being taught—

OBSERVING BEHAVIOR: CHARTING DEVELOPMENT

← 18" → ← 24" → ← 24" →

Flyers:
- Include relevant information as to age of toddler and ways the visit will be structured.

Letters:
- Adapt considering age of students, reasons for having the program, and interest and concerns of parents.

Charts (see pp. 43–46):
- For classroom, enlarge chart using roll paper at least 30 inches wide.
- Width of paper becomes height of chart.
- Width of chart measures 18 inches (for listing categories) + 24 inches for each month of anticipated visits.
- For individual use, copy sample for each student.

BEST COPY AVAILABLE

SAMPLE FLYER TO SOLICIT PARENTS TO VISIT CLASSROOMS WITH THEIR TODDLER

PARENTS!

Do you have a child ten- to sixteen-months of age
(ten to twelve months ideal)

Are you willing to come to school once a month?

Willing to talk about your child and your experiences of parenting?

Our school is starting a program to teach students about caring for others. The principal teaching method involves having parents with their child (or one parent if both are not available) come into the classroom once a month. Students will note what the toddler can do, how the toddler changes month to month and what the parent does to care for the child and to facilitate her/his development.

Parents who have participated in the program are enthusiastic about it. They have written comments such as: "I didn't know I knew so much about a two-year-old"; "Ray loved being with the students. He got excited every time we drove up to the school"; and "Listening to the students talk about my child's development helped me be more aware of how he was growing."

If you are interested in becoming involved, please complete the form at the bottom of the page and return it to your child's teacher (or to whomever it should go).

Yes, I am interested in visiting with a class once a month!

Name _____

Phone number _____

Address _____

Name of child _____

Birthdate _____

SAMPLE FLYER TO SOLICIT PARENTS TO VISIT CLASSROOMS WITH THEIR TODDLER

NEEDED!!

- **A couple or mother with a child ten- to sixteen-months of age (ten to twelve ideal).**
- **Willing to visit a class once a month during school year.**

You can help teach students at (name of school) about caring for toddlers by coming into a classroom for about 40 minutes once a month throughout the school year.

You are needed to:

- ✔ Show how toddlers change, grow and develop.
- ✔ Talk about what it is like to be a parent.
- ✔ Help young people learn about the important job of caring for toddlers.

To become involved,

- ✔ **Please contact:**

_____

_____

(give name and phone number of contact person).

SAMPLE LETTER TO PARENTS OF STUDENTS WHO WILL BE STUDYING E for P

Dear Parent,

This year your child's class will be studying how toddlers grow and develop and how their parents facilitate that process. They will be using a curriculum entitled *Education for Parenting: Learning How to Care.*

Central to this program is the monthly classroom visit of parents with their toddler. This year (give name of parents and toddler) will be visiting your child's class.

These visits provide a laboratory for the students' study. Students will plan for the visits using a process similar to how parents plan for their children. Students will observe what the toddler can do each month, thereby learning to identify patterns of growth and development. They will ask parents what they do for their toddler, thereby beginning to understand the importance of the parental role in nurturing children. As you can see, this is not a sex education program.

Students gain many insights from studying this curriculum. They tend to become more reflective in their thinking, especially about themselves. Many begin to relate with greater understanding to younger children, including their siblings.

This project provides many opportunities for your children to use their academic skills. As is done in science class, students will be making objective observations. They will use their writing skills to record their observations, their insights and reflections from the visits and from their own similar experiences. They will be reading about families, parents, children and relatives. They will use math to answer questions such as what it costs to care for a toddler or what is the pattern of a toddler's growth.

You are invited at any time to come observe this class. We would enjoy sharing with you what we are learning. And you, I am sure, would have much to offer from your experiences as a parent.

Sincerely,

SAMPLE LETTER TO PARENTS OF STUDENTS WHO WILL BE STUDYING E for P

Dear Parent:

Your child's class plans to study how children grow and change and what parents do to help them. We will be observing babies and their parents. The students will be learning what a hard job it is to be a parent. This will help them to understand better what you do as parents. Studying about what babies can and cannot do may also help students to get along with younger children in their families.

Lessons center around the monthly visits of a couple with their baby. We will also be seeing movies about babies and will be writing and reading about how children learn and grow. This is not a course in sex education.

We invite parents to join us. We are sure that you will have had experiences to share that will add to our study.

Sincerely,

OBSERVING BEHAVIOR: CHARTING DEVELOPMENT I

Area of Development	Age of Toddler	
	____ Months	____ Months
Physical What can do with body? How move? (Body/Moving)*		
Parental Support		
Social Who relates to? How? (Other People)*		
Parental Support		
Objects What interested in? What does with? (Things)*		
Parental Support		
Language How communicates? What says? With whom? (Talk)*		
Parental Support		
Emotions What feelings express? How? (Feelings)*		
Parental Support		
Thinking How demonstrates thinking? (Thinking)*		
Parental Support		

(over)

Put on long sheets of paper to use in class and/or make individual copies for students (see p. 38).
*Simplified Language

OBSERVING BEHAVIOR: CHARTING DEVELOPMENT I cont.

Experiments	Age of Toddler			
	____ Months	____ Months	____ Months	____ Months
Show ball (Ball)* Toddler's response				
Look at book (Book)* Toddler's response				

Measurements (If toddler does not object)	Age of Toddler			
	First visit ____ Months	Third visit ____ Months	Sixth visit ____ Months	Ninth visit ____ Months
Height				
Weight				
Head circumference				

(Put on long sheets of paper to use in class and/or make individual copies for students.)
*Simplified Language

OBSERVING BEHAVIOR: CHARTING DEVELOPMENT II

	Physical (Second Visit)	Language (Third Visit)
Toddler's behavior		
Parent's support		

(Put on long sheets of paper to use in class and/or make individual copies for students.)

OBSERVING BEHAVIOR: CHARTING DEVELOPMENT II con't.

	Activities (Fourth Visit)	Social (Fifth Visit)	Intellectual (Sixth Visit)
Toddler's behavior			
Parent's support			

50

(Put on long sheets of paper to use in class and/or make individual copies for students.)

SAMPLES OF STUDENTS' WRITING

In their journals, fourth-grade students reflected on their experiences in the E for P program.

My favorite part was—

"Getting to see how a baby reacts to things like covering up [what] they are playing with." (Lea)

"Asking questions about what it is like having a baby and what do you maybe stop doing because of your baby." (Lea)

"Listening to the language of Lucy." (Jamil)

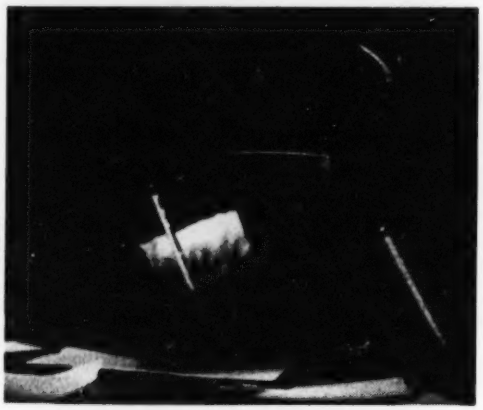


PHOTO COURTESY OF AFSC

I learned that—

"Taking care of a baby is expensive and tiring." (Rachael)

"It was hard being a parent to a newborn." (Jamil)

"Its just not feeding the baby, putting him to sleep. Your job to work with him or her and teach it." (Amanda)

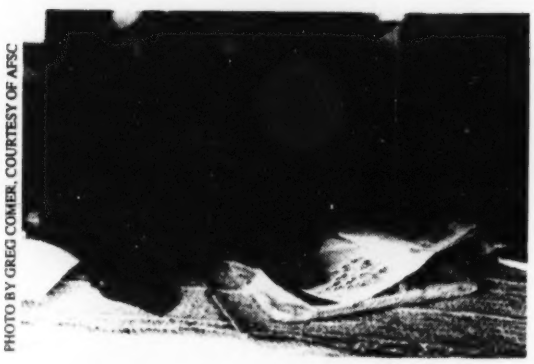


PHOTO BY GREG COMER, COURTESY OF AFSC

I knew the baby was changing from visit to visit because—

"She mite talk more than she did. . . . In the beginning the way she crawled was getting on her hands and knees and rocking herself and now she can almost walk." (Lea)

"Well we put the same toys out with the baby each time and you could see how the baby reacted from time-to-time." (Rachael)

"By measuring it and weighing it." (Jamil)

"Well she isn't as shy. I know that because she would walk around and let me hold her which she didn't let me do before." (Amanda)

The hardest part about being a parent is—

"To get up in the middle of the night and changing the diapers and putting the stuff that could harm themselves with up." (Sy)

"Having to start taking the baby into consideration whenever you want to do something like if you want to go out to dinner you have to think about where the baby will be." (Rachael)

"Having to tell it over and over to do something." (Amanda)

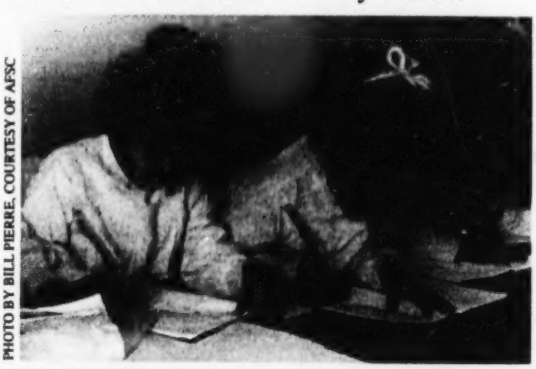


PHOTO BY BILL PIERRE, COURTESY OF AFSC

Skills or behaviors that parents need in order to help their toddlers develop—

"Not yell or swear or drink beer or give the baby something harmful to the baby." (Sy)

"The need to be patient. . . . To understand what's its like to be a baby." (Amanda)

C. SPECIAL ISSUES AND OPPORTUNITIES THAT MAY ARISE WHEN TEACHING E FOR P

The caring paradigm can be applied to situations other than parenting. When teaching experientially, you will find many opportunities to integrate the paradigm, as demonstrated in the diagram below. Most opportunities are exciting. Sometimes they are difficult as in the unfortunate event when a baby is born handicapped or a death occurs. The lesson outlines on the following pages will help the teacher envision ways to integrate the caring paradigm.

As you read the different outlines, notice that—

The caring paradigm structures the process regardless of what is being cared for.

The kinds of information and skills needed to care change when whatever is being cared for is no longer a person; but information and skills are still very much required.

The Caring Paradigm Applied to Special Issues

To care a person . . .

Is involved	Is concerned about trash	Is concerned about pet	Is concerned about another student
Plans— Describes situations	Kinds of trash Location	Kinds of pets Classroom space	Reasons for meeting with student Where to meet
Brainstorms	Ways of preventing trash accumulation Ways of removing and recycling	Ways of providing shelter and food Ways of playing with	Ways of reading to Having student read or follow
Decides based on: Goals	Unlittered area	Healthy happy pet	Child enjoy reading and/or learning to read
Other guides	Methods that seem most effective	Needs of pet Characteristics	Needs of child Learning style Developmental level
Implements			
Reflects	Is area clean?	Is pet healthy? Is class enjoying?	Is child enjoying reading?

THE UNWANTED OUTCOME

Objective

Help students and their families deal with the event that has occurred and their feelings about it.

Background Information

The unwanted outcome is the undesirable condition of the mother or baby. Either or both die or the toddler is born with severe handicaps.

As with any painful, violent event, students must have opportunities to deal with it. Planning can be most useful.

Method

PHOTO BY MARY HELGESEN GABEL

Teachers/staff **plan** by—

Describing situation:

Learning exactly what has happened.

Brainstorming ways of helping students and their parents deal with situation:

Discussion of what has occurred.

Role play

(With young children doll corner play is very useful).

Opportunities to express feelings through art and music.

Have books or stories with relevant themes available.

Parents' needs for information and opportunities to express feelings and support.

Involve a mental health person if available.

Deciding which of the options would be most effective:

In meeting the ***goals*** of helping parents and their children deal with the event in a healthy coping way.

PHOTO BY TERRY FOSS, COURTESY OF AFSC

In meeting their ***needs*** to know and to be supported.

By recognizing the ***characteristics*** of the individual students and their families, particularly:

Students' developmental level with its limits for their understanding.

Their temperament patterns.

Cultural patterns that may be relevant.

By acknowledging their feelings.

Teachers/staff **implement** the plan.

Teachers/staff **reflect** on effectiveness and continue dealing with event as long as needed.

PARTNERING

PHOTO BY MARY HELGESEN GABEL

Objective

To give students another type of "caring" experience.

Background Information

Partnering is another kind of experience that provides students an opportunity to use the caring paradigm.

Partnering occurs when two or three people interact and one, called the lead partner, assumes responsibility for the relationship.

Partners, assuming responsibility for the relationship or contact, will be more effective if they plan for the contact using the caring paradigm.

Types of experiences where partnering can occur—
- Tutoring.
- Reading to younger children or the elderly.
- Playing.
- Visiting the elderly.
- Studying a common subject with a student in another grade.

PHOTO BY MARY HELGESEN GABEL

When setting up a partnering experience work with lead partner by giving necessary information about—
- Needs and characteristics of partner.
  - (If planning to read a book, lead partner should know age and interests of partner.
  - If tutoring, need to know about partner's learning style.)
- Situation.
  - When and where contact will take place.
  - Any specific conditions that will affect interaction.

Method

Plan by—

Describing the situation.
- (A student needs tutoring in math or reading.
  - What is the skill to be worked on?
  - What are the strengths of the student?)

Brainstorming ways the partner could work with the student.
- (List ways to help child master the addition facts.)

Deciding which of the options would be most effective:
- In meeting the ***goals***.
- In meeting the ***needs*** of the student.
- In adapting to the ***characteristics*** of this particular student.
- By recognizing how student's ***feelings*** will be affected by this contact.

The lead partner makes plans.

PHOTO BY MARY HELGESEN GABEL

Implement the plan with the partner.

Reflect on the effectiveness of the plan and the warmth/friendliness/pleasantness of the contact.

54

UTILIZING THE CULTURAL DIVERSITY IN OUR CLASSROOMS TO ENRICH THE PARENT/TODDLER VISIT

Objective

To help students recognize—

The commonalities and differences of cultures in ways toddlers and children around the world are nurtured.

That there is more than one way of nurturing a toddler well.

PHOTO BY BONNIE DALZIEL. COURTESY OF AFSC

Background Information

There are children from many different backgrounds and cultures in our classrooms.

Similarities and differences of these cultures in how children are cared for, very naturally become part of the discussion during the visits of the parent(s) with their toddler.

Helping students understand that infants are loved, though the methods of loving them differ, is an example of an opportunity to help students deal with diversity.

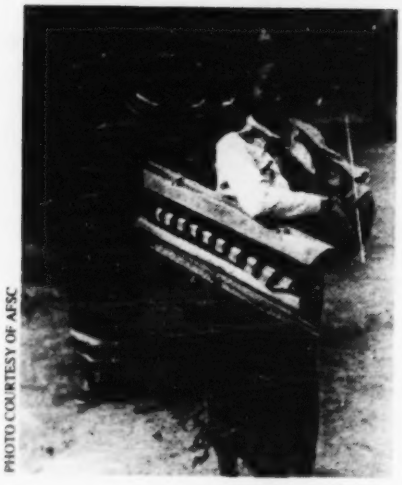


PHOTO COURTESY OF AFSC

Methods

Questions and comments must be carefully worded depending on the situation—

If a child has recently come from another country, direct questions might be asked.

What was the pattern in your country? or

Did women do anything special to keep their babies healthy?

Another approach is to ask about what earlier generations did.

What did your (student's) mother do to keep her babies healthy?

How did grandmother? What were the customs in her country? or our country of origin.

Ask questions related to visits—

During visits of the toddler:

Feeding practices.

Ways of responding to crying.

Sleeping patterns.

Clothing used.

Equipment, bed, bathinette, changing table, etc.

Ways of playing with toddler.

Kinds of behavior allowed and kinds not allowed.

Ways of disciplining.

Who assumes major care of infant.

PHOTO BY WENDILEE HEATH O'BRIEN

THE PARENT/TODDLER VISIT AS A MEANS OF SUPPORTING THE STUDENT FOR WHOM ENGLISH IS A SECOND LANGUAGE

Objective

Provide students learning English with opportunities to use language during experiences with which they are familiar.

Background information

People from all cultures have experienced some sort of family and family life.

Experiences related to families and family life are easy to recognize even if the student does not understand the language. For example, without knowing the language students recognize mothers, fathers, babies and young children. They know what food is and what to do with it.

A discussion around these topics is easier to follow than one during which there are fewer visual clues, supporting the unfamiliar language.

Thus the E for P curriculum provides effective content and method for teaching the student who is learning English.

Method

The curriculum, *Learning About Parenting; Learning How to Care,* has been adapted to be a means of teaching English as a second language. Adaptation is available from Harriet Heath, 223 Buck Lane, Haverford, PA 19041.

Family
Familia
家方矢

Father
Papa
お父さん

Mother
Mama
お母さん

Daughter
Hija
むすめ

PHOTO COURTESY OF AFSC

Son
Hijo
むすこ

Baby
Niño
あかちゃん

Brother
Hermano
兄弟

Sister
Hermana
姉妹

56

CHOOSING/CARING FOR A CLASS PET

Objective

To practice how to care by—
Choosing a pet wisely.
Caring for it lovingly.

PHOTO BY JUDY FAIRBANKS, COURTESY OF AFSC

Background Information

Many classrooms have pets.
Classroom pets can be of all kinds and sizes.
The caring paradigm can be used in planning which pet to have and/or how to care for it.

Method

(Adapt caring paradigm as to whether to get a pet and/or in caring for one.)

Plan by—
Describing the situation, including availability of:
Reasons for having a pet.
Space for pet.
Time to care for pet during week.
Care of pet over weekends and holidays.
Financial resources.
Brainstorming:
Kinds of pets.
Ways of providing care.
Deciding based on:
(May need to do some research to know needs of each pet being considered.)
Goals:
Keep pet healthy.
Consider reason for having a pet.
(Animal to cuddle, to watch reproduce, to learn how to care for, other.)
Needs:
Of animals being considered.
(Food, shelter, rest, exercise and safety.)
Characteristics:
Size and, consequently, need for space, exercise, etc.
Frequency of needing to be fed, given water, etc.
Need for socializing with children or with other animals.
Choose which kind of pet to get.
Decide how to care for.

Implement by—
Obtaining animal.
Caring for.

Reflect by—
Assessing the experience of having a classroom pet.
Have reasons for having the pet been met.
Are the needs of the pet being met.

DEALING WITH TRASH

Objective

Learn how to cope with an environmental problem.

Background Information

Environmental issues are part of every school curriculum.

Students can learn how they can be actively involved by dealing with environmental issues in their classrooms using the caring paradigm as outlined below.

Kind of trash to consider—
- Classroom trash.
- Lunch room trash.
- School yard trash.
- Trash as a home project.

PHOTO BY MARY HELGESEN GABEL

Methods

Plan by—

Describing situation:
- Kinds of trash.
- Amount of each kind of trash.

Brainstorming different ways of:
- Dealing with trash.

Deciding which ways to implement based on:

Goals:
- To have a clean and neat environment.

Other Information:
- Relevant information that can serve as guides for choosing options.
- Realistic assessment of the need for the material that becomes trash.
- Effects on environment of different materials that might be used to remove trash.
- Effects on environment of different ways to dispose of trash.
- Effects of not using or decreasing the use of materials that produce trash.

Make a plan:
- Set up a program for implementing how trash will be dealt with.

Implement

Reflect by—

Assessing after a given period of time:
- If people are making less trash.
- The impact of the ways people are dealing with the trash on themselves and on the environment.

STAYING DRUG FREE

Objective

Encourage students to use the caring paradigm to care for themselves by keeping themselves healthy.

Background Information

Students today live in a society where they are exposed to all kinds of drugs. The caring paradigm can help them learn how to use drugs wisely.

Consider for your area—

- Kinds of drugs available and the way they are used.
- The ways drugs are distributed.
- The specific situations the students bring up.

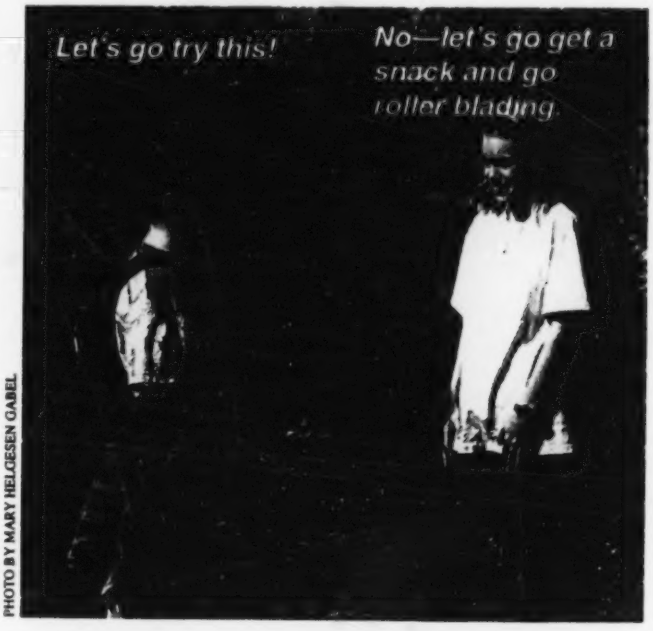


PHOTO BY MARY HELGESEN GABEL

Methods

Plan by—

- ***Describing*** situations where they might be offered drugs.
  - Include:
    - Who might offer.
    - What might be offered.
    - When.
    - Where.
    - How.
- ***Brainstorming:***
  - Ways of dealing with the offer.
- ***Deciding*** considering:
  - ***Goals:***
    - To stay drug free.
  - ***Needs:***
    - For social acceptance.
    - For information about the availability and effects of various kinds of drugs.
    - For coping skills to resist the ways drugs are being promoted.
  - ***Characteristics:***
    - Knowledge about self and ways some students are more vulnerable than others and more vulnerable in certain situations.
- Make plan.

Implement

Reflect by—

- Assessing amount of drug use among students.
- Encouraging students to:
  - Discuss relevant issues as they come up.
  - Assess usefulness of the skills they learned.

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CONSIDERING THE PLIGHT OF THE NATIVE AMERICAN DURING THE FRONTIER DAYS

To be part of a study of American history.

Objective

To use the caring paradigm to help students understand:
- How native Americans may have viewed the coming of the "white man."
- History from more than one perspective.

How might the life of native Americans been like if the "white man" hadn't come?

PHOTO BY PAUL DIX, COURTESY OF AFSC

Background Information

- Many subjects are taught from the perspective of the people producing the textbook.
- The caring paradigm is a tool students can learn to use to become more capable in considering situations from other people's points-of-view by having students follow the outline.
- This approach can be used when studying any kind of social conflict.

Methods

Plan by—

Describing the situation:

Have students take one group of Indians in a particular location and describe:
- Their way of life.
- How the "white man" disrupted this way of life.

Brainstorming:

- Different ways the native Americans might have felt.
- Different ways of dealing with the situation.

Deciding:

Goals:

Determine what the goals seem to have been for native Americans and the "white man."

Needs:

Determine for both groups their need for food, space, safety.

Characteristics:

Identify individual characteristics for each group especially related to their way of life.

Draw up a plan that would have been acceptable to both the "white man" and native Americans.

PHOTO BY PAUL DIX, COURTESY OF AFSC

Implement—

Students might implement plan by:
- Role playing.
- Writing a play or story.
- Drawing pictures of plan.

Reflect by discussing—
- Advantages and problems of implementing plan.
- How history might have been different.

D. Bibliography

On Child Development

The following books give basic background information to teachers who want to know more about early development.

Ames, L., & Ilg, F. (1983). *Your One Year Old: The Fun-Loving, Fussy 12 to 24 Month Old.* New York: Dell.

—(1985). *Your Three Year Old: Friend or Enemy.* New York: Delacorte.

—(1980). *Your Two Year Old: Terrible or Tender.* New York: Dell.

These books update the format of the Gesell Institute's research done years ago. The books give the reader a good verbal picture of the characteristics of a child of a given age.

Chess, S., & Thomas, A. (1987). *Know Your Child: An Authoritative Guide for Today's Parents.* New York: Basic Books.

Basic book about development, temperament patterns and the parenting role.

Greenspan, S., & Greenspan, N. (1985). *First Feelings: Milestones in the Emotional Development of Your Baby and Child.* New York: Viking Press.

This excellent book traces the emotional/cognitive development of the child, emphasizing the role of the parent in that development.

Pulaski, M. (1980). *Understanding Piaget: An Introduction to Children's Cognitive Development.* New York: Harper and Row.

Good review of theory with bibliography for further reading about Piaget's work.

Background and Additional Resources for Teaching Education for Parenting: Learning How to Care

(The following materials, except where otherwise noted, are available from Educating Children for Parenting, 2000 Hamilton St., Suite 206, Philadelphia, PA 19130.)

Barnard, M. (1989). *Books for Curriculum Integration.*

Annotated list of books for students and some for teachers. Topics include: death and loss; pregnancy and childbirth and also books with comprehension questions for elementary students' independent reading.

Giovanni, R., & Heath, H. (1990). *Learning about Parenting: Learning to Care.* Photocopied edition available from H. Heath, 223 Buck Lane, Haverford, PA 19041.

For the student with limited proficiency in English.

Heath, H., (1983). *Parents Planning.* Photocopied edition available from author, 223 Buck Lane, Haverford, PA 19041.

Manual for parents based on the caring paradigm.

Heath, H., & Education for Parenting Staff. (1989). *Additional Discussion Questions of the LAP Curriculum.*

Heath, H., Scattergood, S., & Meyers, S. (1983). *Learning About Parenting: Learning to Care.* (LAP)

Teacher's Handbook.
Includes theory and background of content of the LAP curriculum with suggestions of ways to implement program. Will be useful for those teaching LHTC.

Part I *Getting to Know*
(For students in kindergarten through third grades)

Unit 1 *Getting to Know: Newborns and Their Parents*
A pregnant couple (or woman) visits. They return with newborn.

Unit 2 *Getting to Know: Infants and Their Parents*
An infant and parent visit monthly.

Unit 3 *Getting to Know: Toddlers and Their Parents*
A toddler and parent visit monthly.

Unit 4 *Getting to Know: How to Care for Children Who Are Younger*
Students plan for younger children and carry out those plans.

Part II *Learning about:*
(More comprehensive than Part I
For students in fourth through eighth grades)

Unit 1 *Learning About: Newborns and Their Parents*
Pregnant couple/mother visits. They return with newborn.
Topics of additional sessions include the costs of living, having a baby and caring for one, plus the capacities of newborns, their developmental patterns, their needs, appropriate toys and the role of parents.

Unit 2 *Learning About: Infants and Their Parents*
Infant and parent visit monthly throughout year.
Topics of additional sessions include needs of parents and infants, temperament patterns, feelings, how infants learn and the role of parents.

Unit 3 *Learning About: Toddlers and Their Parents*
Toddler and parent visit four or five times.
Topics of additional sessions include toddlers talking, assertiveness and how they compare to one-year-olds.

Unit 4 *Learning About: Caring for Infants*
Students plan for and interact with infants using their knowledge of human development and how to facilitate growth.

Part III *Exploring Human Development:*
(Exploring human development: Infants/young children and their parents changing. Curriculum for high school students.)
Available from H. Heath, 223 Buck Lane, Haverford, PA 19041.

(Learning How to Care: Education for Parenting adapts the LAP curriculum to be more precise and user friendly.)

E. Review of Videos

In the Beginning

(Davidson Films, Inc., 213 E. Street, Davis, CA, 95616, (916) 753-9604)

Description—

Illustrates early development by showing different aged infants busily engaged in their worlds.
Focuses on sensory-motor abilities, cognitive skills and attachment behaviors.
Portrays how world must look and feel to a newborn.
Demonstrates that the capacities of newborns make it possible for them to form attachments with caregivers, to "make sense" out of and to feel competent in dealing with the world around them.
Illustrates how infants learn by doing, manipulating objects and relating to people.
Demonstrates importance of parental role by showing how parents interact with their youngsters and provide them with opportunities to explore and with objects to manipulate.
(At the end there is a short segment on two-year-olds. This is so brief it distracts. Stop with the child walking away from the camera scene.)

Relevance—

In the Beginning is an excellent portrayal of the theory used in the E for P (see *Learning About Parenting, Teacher's Handbook,* p. 81).

Presented in E for P—

Unit 1: *The Second Visit with the Parents and Their Newborn* (see p. 22).
Unit 2: *The Second Visit with the Parents and Their Infant* (see p. 16).

Nurturing

(Davidson Films, Inc., 213 E. Street, Davis, CA 95616, (916) 753-9604)

Description—

Shows infants of different ages interacting with their parents.
Illustrates that human development occurs as people interact with each other and with the things around them.
Shows components of the parental role to be:
Consultants to their children;
Partners in loving relationships; and
Designers of their environments.
Demonstrates how parents can guide behavior without stifling children's curiosity or willingness to experiment.

Relevance—

Nurturing is an excellent portrayal of the theory used in LHTC (see *Teachers' Handbook,* p. 81).

Presented in E for P—

Unit 2: *The Third Visit with the Parents and Their Infant* (see p. 18).

On Their Own with Our Help

(Bradley Wright Films, 1 Oak Hill Drive, San Anselmo, CA 94960, (415) 457-6260)

Description—

Caregiver working in a day care setting:
Believes that children should be actively involved with what is happening to them.
Demonstrates the belief that children should be allowed to explore and problem solve.
Illustrates how an adult can facilitate infants' exploration and play.

Relevance—

On Their Own with Our Help demonstrates an expansion of the theory used in E for P by illustrating very specifically how an adult can create experiences for infants that facilitate growth.

Presented in E for P—

Unit 2: *The Sixth Visit with the Parents and Their Infant* (see p. 24).

Needed
Parents/Toddler
Developmental charts (see pp. 43–46)
Markers and masking tape
Notebooks for students' journals
Research kit (measuring tape, book and ball)

Ongoing Concepts
Development
Parent's Role

DETAILED LESSON FORMAT FOR VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis—

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.

1. Plan (before visit)

Predict—
- What the toddler will be able to do.
- What the parent will need to do for the toddler.

Brainstorm—
- Think of as many ways as possible to conduct visit.

Decide—
- Which of these ways will make the visit interesting, safe and enjoyable for:
  Baby.
  Parent.
  Students.
- Choose who is to be responsible for ball, book and measurements.

Introduce emphasized content.

Students and teacher prepare questions to ask parents about—
- Toddler's development.
- What toddler can do.
- Life of the parent.
- Emphasized content.

2. Implement (during visit)

Observe child and parent. May need to ask—
- What the toddler is doing.
  What may toddler be learning.
- What the parent is doing.
  How the parent may be helping the toddler.
  How what parent is doing may make toddler feel.
- What is the parent's day like.

Record detailed observations (not inferences or judgments)—
(Remember to chart a kind of behavior in same area: Doing so makes tracing developmental changes easier.)

Ask questions—
Be aware of teachable moments. Use as seems warranted.
Include, as opportunities arise, ones about emphasized content.

(over)

2. Implement (continued)

Offer ball and book—
Record what toddler does.

Take and record measurements.

3. Reflect (after visit)

Record additional information.

Record observations on developmental chart.

Reflect—

- What plans should be followed during the next visit, what changed.
- How accurate and realistic were the predictions.
- How effective was the planning.

Activities to extend content (optional).

Needed
Parents/Toddler
Research kit (measuring tape, book and ball)
Developmental charts (see pp. 43–46)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts
Development
Parent's Role

OUTLINED LESSON FORMAT FOR VISIT WITH THE PARENTS AND THEIR TODDLER

Content Emphasis—

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

2. Implement (during visit)

Observe child and parent
(record detailed observations [not inferences or judgments])

Ask questions
(including as opportunities arise, ones about emphasized concept)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

What was particularly interesting about the parent and/or toddler